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Good meat, good health

Students select two red meat-based recipes of their choice from the [Good meat, good health recipes](#), evaluate their nutritional content, mathematically scale ingredients, assess how effectively a selected meal meets daily nutritional requirements, and calculate the costs of each recipe. Through these activities, students develop skills in interpreting nutrition information, applying mathematical reasoning, assessing meal suitability, and analysing cost and value in food selection for healthy eating.



Resources and equipment

ACTIVITY 1 - Meal match-up: Healthy choices

1. [Good meat, good health recipes](#)
2. [Worksheet 1a - Meal match-up: Healthy choices](#)
3. [Australian Guide to Healthy Eating | Eat For Health](#)
4. [Healthy eating for children poster](#)
5. Projector or interactive whiteboard
6. Coloured pens/highlighters
7. Optional: Digital devices

ACTIVITY 2 - Scaling it down: Ingredients for one

1. [Worksheet 2a - Scaling it down: Ingredients for one](#)
2. Calculators
3. [Good meat, good health recipes](#)

ACTIVITY 3 - Does it measure up?

1. [Worksheet 3a - Does it measure up? Analysing a meal against daily nutritional needs](#)
2. [Australian Guide to Healthy Eating | Eat For Health](#)
3. [Healthy eating for children poster](#)

ACTIVITY 4 - What will it cost?

1. [Worksheet 4a - What will it cost? Estimating the total meal price](#)
2. [Worksheet 4b - What will it cost? Portion-based pricing](#)
3. Access to supermarket websites (Coles, Woolworths)
4. Calculators
5. Digital devices



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Lesson guide

ACTIVITY 1 – Meal match-up: Healthy choices

1. Introduce or review the Five Food Groups and discuss why they are used to guide healthy eating choices.
2. Display the [Australian Guide to Healthy Eating | Eat For Health](#) infographic, and [Healthy eating for children poster](#) and highlight the recommended daily serves and amounts of foods from each group relevant to student age.
3. Provide students with [Good meat, good health recipes](#) and [Worksheet 1a - Meal match-up: Healthy choices](#). Students select two recipes that appeal to them and record the names of the meals on the worksheet.
4. Students follow the instructions provided to complete the table, recording the recommended serves per day and the presence or absence of each food group in each meal.
5. Facilitate a class discussion comparing how different meals align with healthy eating recommendations.
6. Prompt students to consider why certain food groups appear more often in some meals than others, and what a balanced day of eating consists of.

ACTIVITY 2 - Scaling it down: Ingredients for one

1. Review how recipes list quantities for multiple servings and how proportional scaling works. Model a sample calculation (e.g., $500 \text{ g} \div 4 \text{ servings} = 125 \text{ g per serving/person}$).
2. Students choose one of the two meals selected in Activity 1.
3. Students follow the instructions provided to calculate single-serve quantities for each ingredient and record them on [Worksheet 2a - Scaling it down: Ingredients for one](#).
4. In pairs, students compare results to check accuracy and discuss why scaling recipes matters (e.g., cooking for one, reducing food waste, budgeting, etc.).

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ACTIVITY 3 - Does it measure up?

1. Project or provide students with access to page 3, [Healthy eating for children poster](#), to observe the standard serve size information for each food group.
2. Students use the single-serve quantities calculated in Activity 2.
3. Students follow the instructions provided to assess their meal against daily serve recommendations by
 - identifying standard serve sizes
 - determining the number of serves contributed by each ingredient
 - deciding whether the meal meets their nutritional needs.

Students record their findings on [Worksheet 3a - Does it measure up? Analysing a meal against daily nutritional needs](#).

4. Facilitate a discussion on the differences between daily intake and single-meal intake and how meals can be modified to improve nutritional content.

ACTIVITY 4 – What will it cost?

This activity includes two related tasks. The first requires students to use whole product pricing to calculate the total cost of a meal based on purchasing all required ingredients. The second task extends students by asking them to determine the portion-based cost using only the quantities required in the recipe. Teachers may use their discretion to decide whether students complete only the initial task or both.

Whole product pricing

1. Distribute [Worksheet 4a - What will it cost? Estimating the total meal price](#).
2. Explain that students will research the purchase price of each ingredient using supermarket websites or local grocery prices to calculate the total cost of the meal.
3. Students follow the instructions and suggested hints on [Worksheet 4a - What will it cost? Estimating the total meal price](#), recording all working on their worksheet.
4. Facilitate a class discussion on the affordability of ingredients and the potential for food waste when purchasing required quantities.

Portion-based pricing

1. Distribute [Worksheet 4b - What will it cost? Portion-based pricing](#).
2. Explain that students will calculate the cost based only on the amount of ingredients used in the recipe.
3. Students follow the instructions on [Worksheet 4b - What will it cost? Portion-based pricing](#) to calculate the total cost per portion or serving, recording all working on their worksheet.
4. If both options were completed by students, discuss the differences between options and which method better reflects real-world budgeting.



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Answers

ACTIVITY 1 – Meal match-up: Healthy choices

Worksheet 1a - Meal match-up: Healthy choices

Responses vary depending on the recipes chosen. Students should correctly identify the presence/absence of food groups and record recommended daily serves.

ACTIVITY 2 – Scaling it down: Ingredients for one

Worksheet 2a - Scaling it down: Ingredients for one

Responses will vary by chosen recipe. Expect accurate proportional adjustments with shown working (e.g., 400g mince for 4 serves, 400g/4 serves = 100g for 1 serve).

ACTIVITY 3 – Does it measure up?

Worksheet 3a - Does it measure up? Analysing a meal against daily nutritional needs

Responses will vary. Some general expectations may include meals with vegetables or grains may fall short of the recommended daily amounts; Protein serves are likely adequate due to red meat content.

Students should identify gaps and suggest improvements (e.g., by adding vegetables, dairy, or fruit).

ACTIVITY 4 – What will it cost?

Worksheet 4a - What will it cost? Estimating the total meal price

Whole product pricing should be greater than portion-based pricing because ingredients are purchased in full-size packaging.

Worksheet 4b - What will it cost? Portion-based pricing

Cost per serve varies depending on the recipe chosen and ingredient prices.



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Australian Curriculum content

Year 7 – Year 10

Design and Technologies

- Analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating (AC9TDE8K05)
- Analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating (AC9TDE10K05)

Health and Physical Education

- Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)
- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions (AC9HP10P09)

Mathematics

- Use mathematical modelling to solve practical problems, involving rational numbers and percentages, including financial contexts; formulate problems, choosing representations and efficient calculation strategies, using digital tools as appropriate; interpret and communicate solutions in terms of the situation, justifying choices made about the representation (AC9M7N09)
- Use mathematical modelling to solve practical problems involving ratios and rates, including financial contexts; formulate problems; interpret and communicate solutions in terms of the situation, reviewing the appropriateness of the model (AC9M8M07)



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References

Health, N. (2021). *Australian guide to healthy eating* | *Eat For Health*. [online] eatforhealth.gov.au. Available at: <https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating> [Accessed 21 Nov. 2025].

National Health and Medical Research Council (NHMRC) (n.d.). *Healthy eating for children*. [online] Available at: https://www.eatforhealth.gov.au/sites/default/files/2023-08/n55f_children_brochure.pdf